



Corrective Feedback on Pronunciation Errors: Teacher's Perception and EFL High School Students' Self-Reflection

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Abstract

This research aimed to investigate the types of teacher's corrective feedback on pronunciation errors, the teacher's perspective of giving corrective feedback on pronunciation errors and students' self reflection towards the teacher's corrective feedback on pronunciation errors. The methodology of this research was Mixed Method. The qualitative data were collected by using classroom observation and semi-structured interview of one English teacher. Meanwhile, the quantitative data were collected by using questionnaire which were distributed to twenty five eleventh grade students. The findings revealed that: 1) The teacher did three types of corrective feedback on correcting the errors made by the students in pronunciation; 2) the teacher thought that the correction of the students' utterance error could make the students' ability in pronouncing English improved and 3) the students could reflect themselves by figuring out the values of experiences in learning pronunciation. The students could know their strength and weakness in pronouncing words. Also, the students could know the development of their learning and the enhancement of their self-motivation.

Keywords: Feedback; Pronunciation; Reflection.

Introduction

An essential part of the student learning process comes from reflecting on the feedback received on assessed work. Moreover, lack of student reflection towards teacher's feedback is common problem in the learning process. Moon (1999, p. 139) defined reflection as "a mental process with purpose and/or outcome in which manipulation of meaning is applied to relatively complicated or unstructured ideas in learning or to problems for which there is no obvious solution". Furthermore, Moon identified learning as a continuum ranging from the stage of "noticing," "making sense," "making meaning," "working-with-meaning," to "transformative learning".

Many students have problems in learning English especially in pronunciation. Most of students usually do errors in pronouncing words. According to Julia (2002) pronunciation is one of the basic skills and the foundation of oral communication for English as a Foreign Language (EFL) students. In brief, to be successful in speaking or oral communication, students need to learn about pronunciation.

Moreover, in teaching and learning pronunciation, the teacher must not only give feedback to develop the students' pronunciation skill, but also have to motivate and guide their students in the speaking activity. Feedback offers students an experiential base for reflection. Feedback is taken to provide an interaction between teacher and students in teaching and learning English especially on correcting pronunciation errors. According to Lewis (2002) feedback is more than correcting and hunting for the students' mistakes. Giving feedback means telling students about the progress they are making as well as guiding them to reflect themselves into areas for improvement.

After having feedback, it is necessary for the students to have reflections. Reflecting on experiences of having feedback from the teacher can help the students to take an objective view of progress and seeing what is going well and what needs to work on. In addition, self reflection is expected to develop the students' awareness of their learning

Based on the explanation mentioned previously, the present research was conducted which aimed to find out: 1) the types of teacher's corrective feedback on pronunciation errors; 2) the teacher's perspective of giving corrective feedback on pronunciation errors and 3) the students' self reflection towards the teacher's corrective feedback on pronunciation errors

Roles of Feedback in Language Class

Burns and Claire (1994) emphasized that pronunciation refers to the *phonology* of the language – or the meaningful perception and production of the sounds of that language and how they impact on the listener. Pronunciation is learnt by repeating sounds and correcting them when produced inaccurately. When learners start learning pronunciation they make new habits and overcome the difficulties of resulting from the first language.

Many students have problems in learning English especially in spoken English language. There are many problems faced by students to study pronunciation according to Harmer (2007). They are as follows:

1. What students can hear

Some students have great difficulty hearing pronunciation features that they have to reproduce. Frequently, speakers of different first languages have problems with different sounds.

2. What students can say

Learning a foreign language often presents the problem of physical unfamiliarity (i.e. it is actually physically difficult to make the sound by using particular parts of the mouth, uvula or nasal cavity).

3. The intonation problem

many students find it extremely difficult to hear tunes or to identify the different patterns of rising and falling tones. Hattie, John, Helen, and Timperley (2007) stated that feedback is one of the most powerful influences on learning and achievement. The role of teachers' feedback can be shown in the fact that teachers' feedback reflects to students what and how they perform by showing them their strong points to

strengthen as well as the weak points to improve. Noticeably, when teachers leave mistakes untreated, the defective language might serve as an input model and acquired by other students in the class. In short, when students speak and without teachers' feedback, they run a high risk of losing their ways.

Moreover, Lyster and Ranta in Lightbown and Spada (1999) stated that there are six different types of feedback on error provided by teachers and the students' immediate responses to them (called *uptake*). Those feedbacks are explained in the following:

1. Recast

It involves the teacher's reformulation of all of parts of student's utterances excluding the error. They are generally implicit in the way that they are not introduced by phrases such as '*You don't say ...*', '*You mean ...*', '*Use this word*', or '*You should say*'. By implementing recast, the teacher would not indicate or point out that the students have made error but he/she merely gives a correct form.

2. Explicit Correction

The explicit correction of corrective feedback refers to the explicit provision of the correct form. By providing the correct form, the teacher clearly indicates that the students have said incorrect utterance. This typical corrective feedback is usually recognized by the employment of '*No, what you said was wrong*', '*You don't say*', '*Oh you mean...*', '*You should say...*', or the like.

3. Clarification Request

This type of corrective feedback is used when there are linguistic problems in the learner's turn and also when the learner's utterance is not comprehensible. Unlike explicit correction and recast, clarification request can refer to problems in comprehensibility and usually present in the form of question such as '*Pardon me?*', '*I'm sorry? What do you mean by?*' which attempt to reveal the intended form of the error with the rising tone. It may also include a repetition of the error as in:

4. Metalinguistic Clue

This type of corrective feedback contains comments, information, or questions related to the well-formedness of the student's utterance, without explicitly providing the correct form. It makes the students analyze his/her utterance linguistically. It generally indicates that there is an error somewhere (for example, *'Can you find your error?'*). Also, metalinguistic information generally provides either some grammatical metalanguage that refers to the nature of the error (for example, *'It's masculine'*) or a word definition in the case of lexical errors.

Metalinguistic questions also point to the nature of the error but attempt to elicit the information from the student. Simply said metalinguistic feedback is an implicit method by which the teacher gives some hints to his learner to make him understand that there is an error in his utterance without clearly indicating it. This is to urge the learner to pass through a metalinguistic process that may enable him to find his error by himself.

5. Elicitation

It refers to at least three techniques that teachers use to directly elicit the correct form from the students. First, teachers elicit completion of their own utterance (for example, *'It's a ...'*). Second, teachers use questions to elicit correct forms (for example...*'How do we say x in English?'*). Such questions exclude the use of yes/no questions is metalinguistic feedback, not elicitation. Third, teachers occasionally ask students to reformulate their utterance.

6. Repetition

Repetition refers to the teacher's repetition, in isolation, of the student's incorrect utterance. Mostly, teachers adjust their intonation to highlight the error. The teacher repeats the student's incorrect form to attract his attention to it.

Self-reflection

Self-reflection (or simply, reflection) has received numerous definitions from different sources in the literature. Boud et al. (1985) defined reflection in the context of learning and focus more on one's personal experience as the object of reflection, as referring to "those intellectual and affective activities that individuals engage into explore their experience, which leads to new understanding and appreciations". In his work, Dewey (1991) had defined reflection as "active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusion to which it tends". The definition of reflection by Moon (1991), on the other hand, focuses more on the role of reflection and learning, and embeds reflection into the learning process. She describes reflection as "a form of mental processing with a purpose and/or anticipated outcome that is applied to relatively complex or unstructured ideas for which there is not an obvious solution". While, Bolton (2010) stated that reflection is not a technique or element of curriculum but it is placed in a state of mind regarding to what has been through.

To conclude, reflection is the action of active, persistent and careful consideration of any belief or a form of mental processing which enables self-development and deeper learning by looking back at an experience which leads to new understanding and appreciations.

Reflection is a basic part of teaching and learning. Effective reflection is a systematic reviewing process which allowed to make links from one experience to the further experience. Reflection ensures all students learn more effectively as learning can be tailored to their needs. The following is the reflective cycle according to Gibbs (1998):

1. Description; What happened ?
2. Feeling; What were you thinking and feeling ?
3. Evaluation; What was good and bad about the experience ?
4. Analysis; What sense can you make of the experience ?
5. Conclusion; What do you need to improve on ?
6. Action plan; How will you improve ?

According to Klimova (2014), self reflection brings about many advantages, both for the students and the teacher. Generally, self reflection is a good way for the students to learn about the experiences, learning experiences, and think critically about what they have learned.

Thus, in reflection, students get enriched the following ways:

1. Students become aware of their strength and weakness.
2. Students expand their cognitive skills.
3. Students increase their metacognitive skills, particularly critically thinking skills.
4. Students develop their learning styles.
5. Students become aware of their learning style.
6. It helps students to develop their personality.
7. It might encourage self-motivation or self directed learning .
8. It may make students more responsible for their learning.

Research Methodology

In this research, I employed embedded design of mixed methods by collecting quantitative and qualitative data. According to Creswell (2012), the strength of embedded design is that it combines the advantages of both quantitative and qualitative data. The two datasets were analyzed separately, and they addressed different research questions. In conducting this study, the quantitative data were collected by using questionnaire with Likert scales which were distributed to twenty five eleventh grade students. Besides, the researcher also conducted qualitative case study. According to Nunan & Balley (2009, p. 161), "a case study is fined terms of the unit analysis". The researcher chose case study because this study carried out the detailed description of the case. Fraenkel, et.al. (2007, p. 434) stated, "what case study researchers have in commons is that they call the object of their research cases, and they focus their research on the study of such cases". Case in this term comprised just one individual, classroom, school, and program. This researcher conducted this study in one of the Islamic Senior High Schools

in Ciamis which consisted of one English teacher and twenty five students at the eleventh grade.

The qualitative data of this research was obtained from classroom observation, semi-structured interview, and close-ended questionnaire. The data from classroom observation was analyzed by using thematic analysis or coding analysis. Creswell (2012), meanwhile the quantitative data gained from Likert Scale questionnaire were analyzed by using descriptive statistics

Findings

1. The types of teacher's corrective feedback on pronunciation errors

From the classroom observation the researcher found that the teacher did three types of corrective feedback when the students were performing their conversation in front of the class, such as recast, explicit correction, and repetition.

Example of Recast

Student : It's not good for our /hel/
 Teacher : it's not good for our /helθ/
 Student : It's not good for our /helθ/

Example of Explicit Correction

Student : I just got /ai/ little disaster.
 Teacher : *Bukan* /ai/ little *tapi* /ə/ little.
 Student : I just got /ə/ little disaster.

Example of Repetition

Student : He didn't do his /homwok/
 Teacher : /həʊmwɜ:k/. /həʊm/, /wɜ:k/. /həʊmwɜ:k/
 Student : /həʊmwɜ:k/

In giving the corrective feedback to the students, explicit correction and repetition were mostly used by teacher. It means that the teacher often directly indicates students' utterance error and provides the correct one. In addition, the teacher also repeated the students' utterance in the

correct form focussing on the error area and adjust his intonation to highlight the error. Through the types of corrective feedback, the students' would know their errors and could reduce the same error in pronouncing words.

2. The teacher's perspeptive of giving corrective feedback on pronunciation errors

From the teacher explanation in the interview, the data revealed that the teacher thought that the correction of the students' utterance error could make the students' ability in pronouncing English improved. The fact was found that the students did an error when they were pronouncing words. The most effective way that used by the teacher to correct the students' error in pronunciation was direct correction that there was an error in the students utterance and provided the correct pronunciation without giving a hint. Nevertheless, there are two factors which influenced in correcting pronunciation errors. The data revealed that the teacher and the students influenced in correcting pronunciation. The teacher could teach the familiar words to the students, but not the unfamiliar words. Besides, students with no interest in English was difficult to improve their pronounciaton ability. To overcome those problem, the teacher used offline and online dictionary. The teacher used dictionary in order to the students could look for how to pronounce English by themselves. Besides, the teacher also could learn the unfamiliar words through the students. Thus, the students tried to pronounce the correct utterance after corrected by the teacher in order to improve their pronunciation ability.

3. Students' self reflection towards the teacher's corrective feedback on pronunciation errors

From the questionnaire, there were 25 students who filled the questionnaire that consisted of fifteen statements. Based on the result of the data analysis of each questionnaire responses, the researcher found that the students' self reflection of teacher's corrective feedback on

pronunciation errors as follows. From the first statement, it showed that the most of the students (40%) N=10 answered often, it can be said that the students do an error when pronouncing English. The second statement, it showed that the most of the students (32%) N=8 answered often, it can be said that the teacher often corrects the students' error when pronouncing English. The third statement, it showed that most of the students (36%) N=9 answered often, it can be said that students often be motivated to pronounce English correctly after the teacher correcting my error. From the fourth statement, it showed that most of the students (40%) N=10 answered never, it can be said that the correction that has given by the teacher makes the students confidence to pronounce English. The fifth statement showed that most of the students (44%) N=11 answered often, it can be said that students' English pronunciation ability is improved after the teacher correcting their error. The sixth statement showed that most of the student (68%) N=17 answered rarely, it can be showed that the students rarely repeat their error after corrected by the teacher. The seventh statement showed that most of the students (56%) N=14 answered often, it can be said that the students response what the teacher taught. The eighth statement showed that most of the students (48%) N=12 answered often, it can be said that the students often be more careful when pronouncing English. The nineth statement showed that most of the students (36%) N=9 answered sometimes, it can be said that the students sometime try to understand how to pronounce English properly accordance with the teacher has taught. From the tenth statement, it showed that most of the students (40%) N=10 answered sometimes, it can be said that the teacher sometimes reformulation of all or part of students utterance but in the correct form. the eleventh statement showed that most of the students (60%) N=15 answered often, it can be said that the teacher often directly indicates there is an error in students' utterance and provides the correct one. From the twelveth statement, it can be showed that most of the students (64%) N=16 answered rarely, it can be said that the teacher rarely gives the question indicating that the utterance has been misunderstood or ill-formed and asks the students to repeat their

utterance or explain it more clearly to him. The thirteen statement showed that most of the students (40%) N=10 answered rarely, it can be said that the teacher rarely gives the students a hint to show them that there is an error somewhere in their utterance, without explicitly providing the correct form. The fourteen statement showed that most of the students (44%) N=11 answered rarely, it can be said that the teacher rarely elicits the correct form by giving question or asking for a reformulation. The last statement showed that most of the students (68%) N=17 answered often, it can be said that the teacher often repeats students' utterance in the correct form but only in the error area and adjust his intonation to highlight the error.

Based on the result from the questionnaire, the researcher found that the students could reflect themselves by figuring out the values of experiences in learning pronunciation. The students could know their strength and weakness in pronouncing words. Also, the students could know the development of their learning and the enhancement of their self-motivation. Students be more responsible to what they did and what they will do.

The data from the questionnaire was relevant with the data result from the interview and observation that the students do an error in pronouncing words, then the teacher corrected their error. However, it could be seen from the questionnaire that the students be motivated to pronounce English after their error were corrected by teacher and the other felt unconfidence. Mostly, the students' pronunciation ability were improved although there was some students still repeated the error after they were corrected by the teacher.

Most of the students be more careful when pronouncing English and tried to understand how to pronounce English properly accordance with the teacher has taught. Whereas, some students not seem having progress forward from the teacher's correction. It could be seen that some students did not do anything when their error were corrected by teacher. In addition, the data questionnaire was relevant to the data from the observation that the teacher mostly used explicit correction and repetition in correcting the students' error. They followed by recast.

Meanwhile, clarifocation request, elicitation and metalinguistic clue were rarely used by the teacher in correcting the students' error in pronunciation.

Discussion

From the first result, the researcher found that the students did an error in pronouncing English words. The teacher did three types of corrective feedback on correcting the errors. In this case, the teacher gave the corrective feedback by providing the correct example on pronouncing English and repeating the students utterance during they did the conversation in front of the class. In addition, it was observed that the corrective feedback mostly used by the teacher was explicit correction and repetition. Through explicit correction, the students could easily knew about their errors. It means that explicit correction was used to provide students' better pronunciation with indicating the students' utterance was incorrect. The researcher found the similarity with the research found by Tungtao (2010) entitled "A Teacher's Corrective Feedback in Freshman Class". In his study, the results showed that explicit correction was the type of corrective feedback which was succesful in correcting the learners' error in terms of phonological error because the teacher provided the correct form. Also, repetition could easily make the students more aware of their errors. It means that repetition aimed to make the students have a better pronunciation by repeating the error in the correct pronunciation.

Moreover, The research showed the teacher's perspective of doing the corrective feedback on pronunciation errors. Hence, based on the explanation of the teacher, the researcher found that the teacher thought that the correction of the students' utterance error could make the students' ability in pronouncing English improved. This is accordance with Mendes and Castro (2010, p. 266) that "corrective feedback would help to improve students". The fact was found that the students did an error when they were pronouncing words. However, the students had a difficulty in pronouncing English because they were less interested in English. There were some ways to correct the students' errors in

pronunciation such as provided the correct example of pronouncing English and repeated the students utterances during they did the conversation in front of the class. The most effective way that used by the teacher to correct the students' error in pronunciation directly indicated that there was an error in the students utterances and provided the correct pronunciation. This is similar with the previous study by Gitsaki & Althobaity (2010) entitled, "ESL Teacher's use of Corrective Feedback and Its Effect on Learner's Uptake". In that study, the results showed that most of the teachers preferred to correct phonological errors rather than grammatical and lexical error.

In reference to the results of the questionnaire, the teacher and the students influenced the corrective feedback on pronunciation. The teacher could teach the familiar words to the students, but not the unfamiliar words. Besides, the students with no interest in English were difficult to correct their pronounciaton. To overcome those problems, the teacher used offline and online dictionary. The teacher used dictionary in order to make the students able to look for how to pronounce English by themselves. Therefore, the teacher also could learn the unfamiliar words through the students. Teaching pronunciation is important, thus the teacher should be creative when they find the difficulties in English teaching and learning process. It is related to teacher's service to the students. According to Biggs (1999), educators recognize the fact that of all the facets of good teaching are important to them, feedback on assessed work is perhaps the most commonly mentioned. It means that in learning pronunciation the students should be accompanied by the direction from the teacher in order to make the students able to try to pronounce the correct utterances to improve their prononciation ability.

The last result showed that the students could reflect themselves by figuring out the values of experiences in learning pronunciation. The students could know their strength and weakness in pronouncing words. Besides, the students could know the development of their learning and the enhancement of their self-motivation. Furthermore, this is accordance with the study conducted by Quinton & Smallbone (2010) entitled,

"Feeding forward: using feedback to promote student reflection and learning – teaching model. In this study, the result showed that Reflecting on feedback in a controlled class environment captures learning by doing and enables students to feed their learning forward into their future work. Thus, it means that the students could be more responsible to what they did and what they will do.

In addition, the data explained that the students could reflect their learning of how to pronounce English words by evaluating themselves when the teacher corrected their errors. Moreover, the ability of the students in pronouncing English is improved by their awareness towards the important of correct pronunciation in speaking especially in conversation. Besides, the students could pay more attention towards what the teacher has taught. It was related to Klimova (2014) that reflection acknowledges the students' strength and weaknesses, trains their cognitive skill, develops metacognitive skills especially critical thinking skills, lets students know their learning styles, improves students' personalities, supports self-motivation or self-directed learning, and positions students to be more responsible.

Conclusions and Suggestions

Referring to the research questions of the present study, the researcher concludes that: 1) The teacher did three types of corrective feedback on correcting the errors made by the students in pronunciation; 2) the teacher thought that the correction of the students' utterance error could make the students' ability in pronouncing English improved and 3) the students could reflect themselves by figuring out the values of experiences in learning pronunciation. The students could know their strength and weakness in pronouncing words. Also, the students could know the development of their learning and the enhancement of their self-motivation

Based on the results of the conclusions presented previously, the researcher also presents some suggestions to the English teacher as the facilitator of education, the students as the subject of education, and the

other researchers. In this regard, those suggestions are as follows: First of all, the teacher are suggested to give a clue or prompt feedback to the students in correcting students' pronunciation errors. If the teacher gives a clue, it can increase students' high level critical thinking and encourage longer response from the students. Meanwhile, the students are also suggested to prepare the material before going to the class. It means that the students have to understand the material first, such as how to pronounce English words properly. Moreover, the students must be more pay attention towards the teacher has taught. Finally, it is suggested for the further researchers can to carry out further studies, because it gives a valuable reference for other researchers in conducting the similar study about students' self reflection of teacher's corrective feedback on pronunciation errors.

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